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ABSTRACT

The annual report of Project Kare (Knowledgeable Action to Restore our Environment) reviews the accomplishments of project management, programs, and services, as well as evaluation proceedings and supportive information for 1972-1973. The purpose of Project Kare is to strengthen environmental education in five intermediate units in Pennsylvania, involving teachers and students in grades K-12 in 69 public schools and over 300 non-public schools. The objectives of the project are to encourage local schools to teach, experience, and learn urban-suburban cooperation in environmental problem solving; to utilize learning approaches which are action oriented and interdisciplinary; and to foster community participation in environmental education. The three basic activities sponsored by the Project and reviewed in the report are the following: 1) Local Action Programs, interdisciplinary activities dealing with specific environmental problems incorporated into the ongoing curricula of sponsoring schools; 2) Environmental Studies Consultant Services (ESCE), providing project staff to perform site-analysis, inservice training, and curriculum design to requesting schools; and 3) the Environmental Education Resource Center (EERC), providing students, teachers, and community with information, research findings, and curriculum materials. Appendices offer further data on the project activities which are summarized in an interim evaluation report. (KSM)

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Project **KARE**

ANNUAL REPORT

1972-1973

ANNUAL REPORT, 1972 – 1973

PROJECT KARE
COLONY OFFICE BUILDING
ROUTE 73 & BUTLER PIKE
BLUE BELL, PENNSYLVANIA 19422

MATTHEW M. HICKEY, DIRECTOR
ALAN D. SEXTON, ASSISTANT DIRECTOR

DEDICATION

This report summarizes project activities and accomplishments during the Federal Year August 1, 1972 through July 31, 1973. As the report was being prepared, we were deeply saddened by the passing of Ronald H. Spencer. Ron, a student at Syracuse University, served as a staff writer on Project KARE's Documentation Task Force.

For four years Ron refused to let illness dictate his lifestyle. In spite of pain and frequent trips to hospitals he continued to whet his intellect, to experience new situations, and to maintain his pleasant sense of humor. He constantly demonstrated thoughtfulness toward others and voluntarily contributed his talents to the improvements of the environment.

Each of us came to know Ron well. Mindful of his great love of the natural world, of his skill in building models, and especially of the example he set for us, we dedicate not only this annual report, but also our endeavors to strengthen environmental education during the coming year.

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ESSENTIAL INFORMATION

Name: Project KARE (Knowledgeable Action to Restore our Environment.)

Purpose: To strengthen environmental education in the region.

Sponsors: The five Intermediate Units of Bucks, Chester, Delaware, Montgomery, and Philadelphia Counties; the Roman Catholic Archdiocese of Philadelphia; and the Philadelphia Model Cities Program.

Grantee: The Montgomery County Intermediate Unit serves as Local Educational Agency; Dr. Allen C. Harman, Executive Director.

Funding: United States Office of Education, HEW, under Title III, Section 306 of ESEA.

Constituency: Schools in the Southeastern Pennsylvania region offering basic education in grades K-12; including 69 public-school districts and over 300 non-public schools.

Objectives: Local schools are encouraged to:

- Teach, experience, and learn urban-suburban cooperation in environmental problem-solving.
- Utilize learning approaches which are action-oriented and interdisciplinary.
- Foster community participation in environmental education.

Activities: LOCAL ACTION PROGRAMS (LAPs) -- are conducted by local schools with funds and assistance from Project KARE. Each LAP school engages in interdisciplinary activities dealing with specific environmental problems such as stream pollution and community deterioration. Nearly 8,000 students have participated directly in the 37 LAPs conducted since 1971. In many cases, LAP activities have been incorporated into the ongoing curricula of sponsoring schools.

ENVIRONMENTAL STUDIES CONSULTANT SERVICES (ESCS) -- are provided to requesting schools by project staff who perform site-analysis, in-service training, and curriculum design. Over 90 percent of constituent school districts are utilizing this technical assistance.

ENVIRONMENTAL EDUCATION RESOURCE CENTER (EERC) -- provides students, teachers and community with information, research findings and curriculum materials which have been annotated by project staff according to usage and quality.

Staff: Project Director, Assistant Director for Staff Services, three Environmental Specialists, and Resources Specialist.

KARE MILESTONES

August 1, 1972	--	Project KARE commences second federal year. The FY73 budget had been negotiated with USOE officials on Friday, July 28 in Philadelphia.
August 23, 1972	--	Selection Committee convenes at Sugar Loaf and selects 20 Local Action Programs for funding during 1972-73.
November 8, 1972	--	County-wide In-Service Program for Delaware County Intermediate Unit at Ridley Creek State Park.
December 7, 1972	--	Meeting of Project KARE Central Advisory Council (CAC)
December 12, 1972	--	Information Presentation to Chester County Intermediate Unit Board of School Directors.
February 19, 1973	--	All day, In-Service Program for 120 teachers from Wm. Tennent H.S. (Bucks County)
February 20, 1973	--	Meeting of LAP Leaders.
March 1, 1973	--	Dr. Donald L. Wright resigns as Project Director. Replaced by Mr. Matthew M. Hickey.
March 15, 1973	--	Miss Beth Hutchinson joins staff as Environmental Specialist replacing Mr. John T. Hershey.
April 5, 1973	--	Director notified by USOE that funds not available to continue project into 1973-74.
June 7, 1973	--	Final meeting of LAP Leaders.
July 25, 1973	--	Director notified by USOE that Project KARE operating period extended to October 31, 1973.

I. PROJECT MANAGEMENT

Project KARE is organized specifically to provide various services to local schools (See Appendix A, Item #1). Project management includes devising plans and designs, securing reviews and inputs, and directing staff activities.

PLANS AND DESIGNS

Project KARE is managed according to a "Modified Events Network" which prescribes key management events and when they are to occur. For example, the commencement of Local Action Programs was scheduled for October 1, 1972. Various other plans, designs, and proposals assist project management by stipulating administrative tasks and providing directions for accomplishing the tasks:

- Project KARE Proposal (submitted to USOE)
- Evaluation Design
- Dissemination Plan
- Alternative Organizational Frameworks
- Technical-Assistance Plan
- Project KARE Budget

The project director has direct responsibility for drafting the plans and designs, and for carrying out the related administrative tasks. Frequently, these tasks are delegated to the assistant director and the field personnel.

REVIEWS AND INPUTS

Several groups are established to review both Project KARE plans and resultant activities. This process provides input and information for direction of the project from school administrators, community, and students.

The Metropolitan Executive Directors

Composed of the Executive Directors of the Intermediate Units of Bucks, Chester, Delaware, Montgomery, and Philadelphia Counties, the Metropolitan Executive Directors sponsor Project KARE with authorization from the respective Boards of School Directors. Membership for 1972-73 consisted of the following Executive Directors:

- Dr. Matthew W. Costanzo, City of Philadelphia
- Mr. Clyde E. Dalton, Delaware County Intermediate Unit
- Dr. Allen C. Harman, Montgomery County Intermediate Unit
- Mr. Stanley K. Landis, Chester County Intermediate Unit
- Dr. George E. Raab, Bucks County Intermediate Unit

The Metropolitan Executive Directors requested that the Montgomery County Intermediate Unit serve as Local Educational Agency (LEA) for Project KARE.

Project KARE Steering Committee

Comprised of representatives of the five Intermediate Units and the Roman Catholic Archdiocese of Philadelphia, the Steering Committee is the chief source of community involvement for the project. Meeting on a monthly basis, the Steering Committee reviews project activities and advises the Executive Directors of the Intermediate Unit, the Project Director, and the LEA Director on matters of program policy. In 1972-73, the membership of the Steering Committee consisted of:

- Dr. Raymond Bernabei, Ass't Executive Director, Bucks County Intermediate Unit
- Dr. Wilbur V. Reese, Ass't Executive Director, Chester County Intermediate Unit
- Mr. Judson E. Newburg, Ass't Executive Director, Delaware County Intermediate Unit
- Mr. Louis A. Krug, Ass't Executive Director, Montgomery County Intermediate Unit
- Dr. I. Ezra Staples, Associate Superintendent, Philadelphia County Intermediate Unit
- Mr. Fred M. Hofkin, Director Science Education, Philadelphia County Intermediate Unit
- Father John F. Neill, Ass't Super., Archdiocese of Philadelphia.
- Mr. Edward H. Garlitz, Science Curr.Cons., Bucks County Intermediate Unit.

Principal topics of discussion during Steering Committee meetings include project evaluation, alternatives for project funding, and selection of Local Action Programs (See Appendix A, Item #2).

Central Advisory Council (CAC)

The CAC provides Project KARE with broad representation from diverse interests dispersed throughout the five-county region. During 1972-73, a total of 29 positions on the 37 member CAC was allocated to community persons, students, and teachers. The remaining seats were for representatives of Government, Higher Education, Business/Industry, Environmental Action, Health Services, the Project KARE Steering Committee, and the Pennsylvania Department of Education. Wide geographic representation was achieved by selecting representatives from the five counties, the Model Cities Area, and the Roman Catholic Archdiocese of Philadelphia. The prime functions of CAC are:

- To represent "grass roots" involvement in project operations.
- To review project progress and recommend suggestions for consideration in planning future activities.
- To provide feedback information concerning project services to local schools.
- To assist the over-all evaluation of the project.
- To participate in the development and implementation of project activities.

The CAC met on December 7, 1972. (Membership is contained in Appendix A, Item #3.) Mr. R. Winfield Smith serves as Chairman of the CAC.

Local Advisory Committee (LACs)

Each Local Action Program (LAP) is guided by a Local Advisory Committee (LAC) composed of representatives from community organizations, government, parents, and special-interest groups. Each LAC met during 1972-73 as required by the LAP for the purpose of reviewing LAP activities and providing guidance for planning and conducting the educational program of the LAP.

PROJECT STAFF

As a 3-5 year Federal project, Project KARE relies heavily upon the talents of staff members who must perform effectively from the moment they join the project. There is little opportunity to pre-train staff members, or to experiment with untried administrative techniques. Decisions are arrived at and carried out expeditiously. A capable staff is an important ingredient in project management.

Staff leadership is quintessential. Serving as project director from the outset, Dr. Donald L. Wright provided stewardship and stability in establishing the character of Project KARE. Under his direction, the project became an "agent provocateur" prompting efforts to strengthen environmental studies in local schools. Unfortunately on March 1, 1973, Dr. Wright resigned to take a position of greater responsibility with the Montgomery County Intermediate Unit. His successor was Matthew M. Hickey, then assistant director. Previously, in January, 1973, John T. Hershey resigned as Environmental Specialist and joined the staff of the University City Science Center in Philadelphia as Environmental Programs Manager.

At the close of the project year, the staff of Project KARE consisted of:

- Matthew M. Hickey, Director
- Alan D. Sexton, Assistant Director
- Beth Hutchinson, Environmental Specialist
- Bruce N. Singer, Environmental Specialist
- Charles T. Young, Environmental Specialist
- Bette A. Pasquarello, Administrative Assistant

Opportunities for staff development are contained in Appendix A, Item #4. The staff was augmented voluntarily at various times by student interns and by the network of LAP Leaders of the 17 Local Action Programs conducted during 1971-72.

DISSEMINATION

Activities for disseminating information regarding Project KARE are specified in a Dissemination Plan drafted at the beginning of the year. This plan stipulates the various components of dissemination, and the primary audiences to receive the materials (See Appendix A, Item #5). Key dissemination components include press releases, brochure, newsletter, Fact Sheets, and Local Action Program Proposal Guidelines.

Media Coverage

Coverage of Local Action Programs or LAPs was particularly effective during 1972-73. The Project KARE "Newsprint Archives" consisting of press clippings from area newspapers, shows that most of the LAPs were successful in achieving effective press coverage. (Citations are listed in Appendix A, Item #6). Local coverage for 1972-73 represented a 30% increase over 1971-72.

Information Presentations

On 35 separate occasions, project KARE staff made information presentations to requesting schools and organizations (See Appendix A, Item #7). Frequently, the special photographic slide collection was a featured part of the presentation.

Requests for Information

During 1972-73, more than 300 requests for information were filled by Project KARE staff. Each response was specially tailored to relate effectively to the need for information stipulated by the requestor.

KARE in the Literature

For the first time, a significant attempt was made to prepare articles regarding facets of Project KARE. Appendix A, Item #8, lists various journals and newsletters which published references and articles concerning the Local Action Programs, consultant services, and general accomplishments of the project.

II. LOCAL ACTION PROGRAMS (LAPs)

A key activity of Project KARE is to fund and conduct Local Action Programs (LAPs) of environmental education. The purpose is to strengthen directly local school efforts for environmental education. Carefully detailed proposals are solicited from constituent schools. A Blue-Ribbon-Committee of environmentalists not connected with Project KARE is convened to perform the selection process. The 1972-73 committee consisted of:

- Dr. James R. Hibbs, U.S. Environmental Protection Agency
- Mrs. Ethel J. Hackney, Public Schools, Washington, D.C.
- Father Melvin Tracy, John F. Kennedy Preparatory School (Wisconsin)

A total of 44 proposals was received from schools throughout the five-county region (Refer to Appendix B, Item #1). The proposals were based on a wide range of environmental concerns such as community deterioration and solid-waste mismanagement (See Appendix B, Item #2). The committee rated the proposals primarily on the basis of potential activities in the schools which might:

- Achieve effective awareness of environmental problems and methods for restoring our environment.
- Teach, experience, and learn urban-suburban cooperation in environmental problem-solving.
- Involve students integrally in planning and conducting activities for environmental education.
- Utilize learning approaches which are action-oriented and interdisciplinary.
- Foster community participation in environmental education.
- Identify and make use of local human and material resources for environmental education.

A total of 20 LAPs was selected and conducted during 1972-73, three of which were located in the Philadelphia Model Cities Area. (Listed in Appendix B, Item #3). Notably, community persons and students were instrumental in planning and carrying out LAP activities. Project KARE invested over $86,000 in the LAPs for costs relating to various items including instructional materials and transportation (See Appendix B, Item #4).

Project KARE staff served as technical advisors to the LAPs. Seven types of services were provided to the LAPs: site analysis, curriculum evaluation, needs assessment, curriculum design, facilities development, materials design, and in-service training. Over 400 field contacts* with all the LAPs were made by the staff in order to provide the services. (Refer to Appendix B, Item #5).

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* Field Contact = A specific instance where one or more project staff provided a service to a LAP.

LAP ACCOMPLISHMENTS

Each LAP, required to provide multidisciplinary instructional activities, far exceeded expections by incorporating various disciplines into an interdisciplinary approach (See Appendix B, Item #6).

Each LAP also was required to engage in cooperative learning activities which emphasize the urban-suburban-rural nature of environmental problems. Examples of cooperative activities for each LAP are contained in Appendix B, Item #7.

As part of the on-going project evaluation, a follow-survey was performed to determine whether or not previous Local Action Programs were successful in continuing activities in subsequent years without the direct financing of Project KARE. Appendix B, Item #8 reports the results of the survey which is summarized as follows:

- Each of the 17 LAPs conducted during 1971-72 incorporated various aspects of LAP activities into the ongoing curriculum of the school.
- In some instances, LAP Leaders were designated by the schools as Environmental Education Specialists to work with teachers and students throughout the school system.
- Incompleted activities generally were not only finalized in the subsequent year, but also were extended beyond the original scope of the LAP.

The remainder of this chapter on Local Action Programs is devoted to final reports summarizing activities and accomplishments of the individual LAPs.

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ABANDONED HOUSES

Mrs. Angela E. DuBose, Leader

Thomas Edison High School
(Philadelphia School District #5)
8th Street and Lehigh Avenue
Philadelphia, Pennsylvania 19032

Located in the Model Cities Area of Philadelphia, Thomas Edison High School enrolls 2,000 boys in grades 10-12.

The students were concerned about the environmental effects: physical, psychological, and sociological, of abandoned houses in the school community. The primary objective was to instill in students, teachers, and community, a total awareness of the devastating effect of these houses. Secondarily, the LAP aimed to prevent, and improve the abandoned houses. Emphasis was placed on the concerns of neighbors near the houses; on the physical dangers to children which the houses present; on the health hazards caused by litter and rat infestation in the houses; and on the menace of gangs and thieves who use the houses for clubhouses and hideouts. Using a multi-media approach, the students surveyed the community for abandoned houses. Data were evaluated in concert with community agencies. Most importantly, recommendations were made which called for local control and community action geared to overcome the problems created by abandoned houses. In time, special attention was given to the school, the oldest secondary school in Philadelphia and slated for demolition. In time, the project became known as "Abandoned School House" since the young men of Edison High School took greater interest in making the school a better place in which to live and learn. As part of LAP activities, the students participated in a nature studies program sponsored by STEP/ National Parks Service in order to discover more about the natural world in an urban setting.

BACK TO THEN

Mr. Kenneth Kane, Leader
Mr. Carl Fitzcharles, Co-Leader

Unionville-Chadds Ford Jr.-Sr.H.S.
(Uionville-Chadds Ford Sch.Dist.)
Route 82
Unionville, Pennsylvania 19375

Unionville-Chadds Ford Junior-Senior High School serves an area in Chester County which is largely rural. A total of 1120 students are enrolled in grades 7 through 12.

The students believed that a better understanding of man's present destruction of his environment might be achieved if past environments

are studied in relation to the present. LAP objectives were twofold: To become aware of the historical and ecological facets of the community; and to restore a small study area to resemble its primitive status and preserve this area for study by future students. Initial activities included library and field research concerning the flora, fauna, and earlier civilizations which lived in the study area and surrounding region. During the research, students had an opportunity to observe conditions as they are now; to hypothesize what conditions persisted in the past; and to apply what is being learned during the reconstruction effort. In this process, the immediate environment was improved through intense conservation efforts while students and community attain a better understanding of how they personally effect their environments. Special student activities included aerial photography to determine Indian relic sites, and an outdoor-living experience during which the students lived, cooked, and secured food just as did primitive populations which inhabited the region.

CCC-Catto Community Campus

O. V. Catto School
(Philadelphia School District #1)
42nd and Ludlow Streets
Philadelphia, Pennsylvania 19104

Mr. Clarence Robertson, Leader
Mr. Dean T. Cummings, Co-Leader

O. V. Catto School is a Remedial Disciplinary Center for boys serving several school districts of Philadelphia. It is located in a densely urban community.

Community deterioration was the chief environmental concern of the students. This was seen in the form of abandoned houses, deserted cars, unsanitary living conditions, and community apathy. These conditions were endangering the health and safety of youngsters, marring the potential beauty of the area, and generating a negative attitude toward clean-up efforts. Special focus for the students was a vacant lot adjacent to the school. The lot was a haven for refuse, junk, and garbage. The students removed the debris, planted trees and shrubs, and provided recreational facilities on the lot including tables, benches and grassy areas. Beyond merely enhancing the character of the neighborhood, the restoration of the lot by the students generated community awareness of the overall decay of the neighborhood. In this way, the LAP is serving as a viable model for future community projects. Attention also was given to the school itself as students initiated "graffiti corps" to clean the walls of graffiti and to police the school in a graffiti prevention program. During the winter holidays, the students set up model railroads inside the school and invited local elementary-school youngsters to join the fun.

CHES-Chester High Environmental Study

Mrs. Ernestine Aldridge, Leader
Mr. Lloyd Lisk, Co-Leader

Chester High School
(Chester-Upland School District)
9th and Fulton Streets
Chester, Pennsylvania 19013

A public school, Chester High School draws 2,204 students, grades 10-12, from both urban and suburban communities. Chester City is located in Delaware County near the Delaware River.

The prime environmental concern of LAP students was the persistence of conditions in the area which contributed to severe flooding of Chester Creek in 1971. A 12-block area was inundated resulting in severe damage to buildings and property. Students began by surveying the area to determine possible causes of the flooding. Attempts were made to define possible flood control measures which might be undertaken by the community. Ground was reclaimed and trees were planted. The Chester Creek was thoroughly studied regarding water flow, silting, chemical and biological pollution, watershed decay, and recreational use. By informing the community of their findings, the students encouraged residents to assist local and state agencies presently working to prevent recurrences of flooding in the area. A special feature of the program was a three-day learning activity at Cape Henlopen, Lewes, Delaware. There, under the direction of the Marine Science Consortium, the students discovered the integral relationships among freshwater-creek, estuarine, and oceanic/bay environments which effect the Chester City area.

DERA-Development of an Environmental Research Area

Miss Edith Hille, Leader

Downingtown Area Secondary Schools
(Downingtown Area School District)
450 Manor Avenue
Downingtown, Pennsylvania 19335

The LAP students attend two public junior high schools and the senior high school which are located in a suburban-rural area of northern Chester County. Total enrollment for the schools is 2,938 students, grades 7-12.

Students cooperated with the officials of Downingtown Boro to maintain a series of clay-pit lakes as a preserved aquatic-wooded environment. Their objectives were to restore the area to its primal state and to utilize the ecosystems of the lake area for extensive environmental studies. At first, students cleaned out the 21 lakes. An outdoor environmental research area was established, and surveys were completed regarding the variety of habitats present and how they inter-relate. Diversity and density studies were performed. Water quality was tested. Pond and woodland succession was analyzed. Eventually, in conjunction with borough planning, the area will be maintained as a wildlife refuge and natural habitat open to residents for study and recreation.

DLUM-Development of a Land-Use Model for Predicting the Environmental Impact of Future Urbanization on Valley Creek

Dr. Ralph D. Heister, Jr., Leader

Conestoga Senior High School
(Tredyffrin-Easttown School District)
Conestoga and Irish Roads
Berwyn, Pennsylvania 19312

Located in a suburban area of Chester County, Conestoga Senior High School enrolls 1,900 students in grades 10 through 12.

Student environmental concerns focused on the urbanization of the Valley Creek drainage basin which presently functions as a litmus of a very environmentally-volatile watershed. The major objective of the LAP was to predict the net effect of this urbanization process. Additionally, LAP activities aimed to develop environmental awareness, to measure the environmental sensitivity of the citizenry, and to prepare a land-use model for the Valley Creek Watershed. Students established base-line data for the chemical, physical, and biological conditions of the Creek. Personal contact was made with all industries using the Creek for disposal of effluents in order to determine the effect of industry on water quality. The effect on agricultural and residental sectors also was measured. Additionally, the recreational value of the watershed was considered. Ultimately, through model simulation, it is anticipated that the students and community might predict the effects of urbanization of the area and thereby enable them to make prudent decisions regarding planned future development.

EIT-Environmentalists in Training

Mr. Will Jefferson, Leader

Parkway Program, Delta Unit
(Philadelphia School District #6)
6008 Wayne Avenue
Philadelphia, Pennsylvania 19144

The Parkway Program, an innovative, non-graded project, draws a total of 800 students from all eight public-school districts in the Philadelphia Intermediate Unit and contiguous suburban school systems.

The principal concern of the students was the lack of community awareness regarding the existence of environmental problems in their neighborhoods. The purpose, then, was to train the students to become agents for generating environmental awareness. The LAP students learned to define environmental deterioration in their neighborhoods; developed an understanding of problem-solving procedures; and achieved a motivation to act correctively. A special feature of the LAP was the Neighborhood Action Programs or NAPs wherein students initiated environmental problem-solving projects of their own design and saw them through to conclusion. The education staffs of the Academy of Natural Sciences and the Schuylkill Valley Nature Center cooperated in training the students, conducting classroom discussions, and leading field exercises.

The Impact of the Mushroom Industry on the Physical and Social Environment of Southern Chester County, Pennsylvania

Mr. William Anderson, Leader
Mr. Ronald Paterson, Co-Leader

Avon-Grove High School
(Avon-Grove School District)
20 Prospect Avenue
West Grove, Pennsylvania 19390

Avon-Grove School District is located in rural southern Chester County. The high school enrolls 735 students in grades 9 through 12.

The effect of the mushroom industry on life in southern Chester County provided the chief environmental concern. Of special interest to the students were air and water quality, insect pest problems, and economic and social impact of the industry. Using scientific sampling and analytic techniques, the students measured the influence of the mushroom industry on local stream quality, on air quality, and on the demographic characteristics of the region. The local labor market was examined as well. Special attention was given to the role played by the Puerto Rican worker, the effect of national tariffs on the price of mushrooms, and the devastation of mushrooms attributed to phorid flies. Special assistance to the students was provided by the American Mushroom Institute located in Kennett Square, Pennsylvania.

LIFE-Let's Improve our Future Environment

Miss Ann Watson Farr, Leader

Rolling Hills Elementary School
(Council Rock School District)
340 Middle Holland Road
Holland, Pennsylvania 18966

An open-spaced and non-graded public elementary school with 550 students normally in grades K-5, Rolling Hills Elementary School is located in a mostly rural/suburban area of middle Bucks County.

The prime environmental concern of the students was the pollution of a local stream known as Mill Creek. LAP objectives were to identify the sources of this pollution and to take appropriate measures to restore the stream to its natural state. Initial activities focused on a basic study of stream environments. Life cycles were identified, while geologic and man-made features of the area were mapped. Chemical and biological tests were made to determine the nature and degree of pollution. A smaller polluted stream adjacent to school property was used to introduce students to water studies and served as a comparison with Mill Creek. A complete schedule of tests were repeated four times during the year in order to assist students in correlating their findings with seasonal conditions. A special feature of the LAP was the sharing of facilities and learning experiences with elementary

students from St. Martin of Tours School in Northeast Philadelphia. In conjunction with LAP activities, the students travelled to Brigantine Wildlife Refuge to observe the habits of migrating birds. Additionally, the students enjoyed a three-day camping experience at Ralph Stover State Park where they performed a variety of chemical and biological tests.

MERC-Model Environmental Resource Center

Mr. John K. Eshleman, Leader
Mr. Steven A. Gest, Co-Leader
Mr. Steven M. Goldstein, Co-Leader

Cheltenham High School
(Cheltenham Township School District)
Rice's Mill and Carlton Roads
Wyncote, Pennsylvania 19095

Cheltenham Township School District is located in a densely-populated area of eastern Montgomery County which is contiguous with the City of Philadelphia.

The environmental concern of the LAP was the recognition that a local agency does not exist in the local community whose primary focus is to monitor environmental well-being. Accordingly, the chief objective was to establish a community environmental resource center which might serve as a model for other communities. Initial activities included the collection and maintenance of a repository of environmental information, and the setting-up of a network of air, land, water, and noise monitoring stations. Special emphasis was on conducting educational programs in the community and in the schools. As the MERC became operational, capacities were developed to recognize and analyze environmental problems, and to determine possible solutions through the use of problem simulation, role playing, model building, and social research. Remarkably, MERC was directed entirely by Mr. Gest and Mr. Goldstein, recent graduates of Cheltenham High School, who delayed entering college in order to establish and operate the LAP.

OPERATION ADOPTION

Mr. Edward L. Stranix, Leader
Mrs. Edith Gladden, Co-Leader

Rhodes Middle School
(Philadelphia School District #4)
29th and Clearfield Streets
Philadelphia, Pennsylvania 19032

Rhodes Middle School is a public, non-graded school located in an inner-city region of Philadelphia. Students are drawn from the Model Cities Area.

Graffiti, litter, uncollected trash, deserted houses, and abandoned cars constituted the chief environmental concerns of the LAP. Student

Task Forces were organized to attack each problem as encountered in a selected target area along Clementine Street which is near the school. First, the students surveyed the area using a multi-media approach. All evidence of deterioration was recorded on Super 8 film by the students. Descriptions of each problem were carefully documented including details regarding the clean-up or renovative activities which might be necessary. With the assistance of various community organizations and volunteers, considerable painting, cleaning, and restoring were done. Three abandoned houses were selected, purchased, renovated, and sold. Other targets will be "adopted" for restoration by the students during the coming years. A special feature of the LAP was the interchange of students with a suburban school who assisted the LAP students in studying the "adopted" streets and in controlling the deterioration of the neighborhoods. A 16mm film was made covering the activities of the LAP which will be shown to schools in regions that wish to initiate similar environmental-studies projects.

OPERATION THETA II

Mr. Harry Ernst, Leader

Haverford Senior High School
(Haverford Township School District)
Mill Road and Leedom Avenue
Havertown, Pennsylvania 19083

Haverford Senior High School is a public school enrolling approximately 2,300 students drawn from a suburban community of Delaware County proximate to Philadelphia.

Air, land, and water pollution composed the prime environmental concerns of OPERATION THETA II. A 30-acre tract, the Allgates Estate, was the principal site for LAP activities. Learning functions were inter-disciplinary with all students engaging in a common core of learnings embracing English, Social Studies, and Environmental Science. Specific activities included detection of air contaminants, monitoring of the Darby Creek, and research concerning pesticides and herbicides. Additionally, the natural areas of the tract were conserved and maintained as study sites, nature trails, outdoor classrooms, an arboretum, and a research center.

PERKSOC-Perkasie School
Outdoor Classroom

Mr. Richard Freeman, Leader
Mrs. Margaret Hutchison,
Co-Leader

Perkasie Elementary School
(Pennridge School District)
601 North Seventh Street
Perkasie, Pennsylvania 18944

Perkasie Elementary School, a public school with 455 students in grades K-4, serves a largely rural area of Upper Bucks County.

Students of Perkasie Elementary School were concerned that a small

naturally-retained tract adjacent to the school had decayed environmentally. Erosion was severe and the tree cover had deteriorated. The LAP objective was to restore the tract for use by the students as an outdoor laboratory. Initial efforts were directed to controlling the erosion by means of check-dams and specially selected plantings. A study pond was constructed and water and soil testing was carried out. Working with the students, scouting groups prepared wooden markers for a mini-nature trail, mapped the study area, and identified trees and shrubs. A holding nursery for stocking the outdoor laboratory was restocked. Eventually, each class of the school will engage in specially-devised activities using the various facets of the outdoor laboratory. A special feature of the LAP was the construction of a small building adjacent to the school by vocational-technical students from the high school. The building is being used as a nature museum and outdoor classroom under the direction of Mrs. Hutchison.

PROJECT CLEAN SWEEP

Mr. Nassardin Abdullah, Leader

Lehigh Public School
(Philadelphia School District #4)
32nd Street and Lehigh Avenue
Philadelphia, Pennsylvania 19132

Lehigh Public School, grades K-4, enrolls 950 students from the Model Cities Area of North Philadelphia.

The LAP students were especially concerned about the extent of decay experienced by the neighborhood served by the school. A ten-block area was selected to receive concerted attention. Initially, a litter survey was conducted. Vacant lots near the school were cleaned-up by the students. A glass recycling program was instituted with collection cans strategically placed in the neighborhood. Of particular interest, was the efforts of the students to obtain the total involvement of the community in keeping the community free of unwanted litter, trash, and graffiti. Photographic slides were taken by the students who made special presentations in the community to arouse on-going support for "PROJECT CLEAN SWEEP". Additionally, planter boxes were built by the students and distributed to community residents. A mural was painted on the wall of a building adjacent to a renovated vacant lot. At the conclusion of the LAP, the students participated in a three-day camping experience in the Pocono Mountains.

PROJECT LEAP-Local Environmental Action Programs

Mrs. Helen Ericson, Leader

Northeast High School
(Philadelphia School District #8)
Cottman and Algon Avenues
Philadelphia, Pennsylvania 19111

Located in the northeastern sector of Philadelphia, Northeast High School serves 3,663 students in grades 10-12.

The environmental concerns of the LAP related directly to the general

lack of environmental awareness of our citizenry. The objectives of the program were threefold; (1) to inspire sustained environmental sensitivity and understanding, (2) to develop the realization that individuals might be agents of change in their communities, and (3) to investigate the vocations involved in the maintenance of environmental quality. These objectives were pursued in three distinct eco-projects. One group of students performed an extensive study of the Pennypack Creek and Park. Their activities included evaluation of governmental roles, and testing of soil and water for pollution. A second group of students has examined the various factors relating to solid-waste problems. The remaining students provided environmental education for elementary students in nearby schools. All learning activities were individualized projects for the students who became directly involved in environmental problem-solving. At various times, the students participated in special workshops and learning experiences including those sponsored by NEED, STEP, Long Beach Island State Park (N.J.), and other Local Action Programs.

PROJECT SNAP-Student Natural Area Project

Eisenhower High School
(Norristown Area School District)
Markley Street and Coolidge Blvd.
Norristown, Pennsylvania 19401

Mr. Thomas J. Fennessey, Jr., Leader

Norristown Area School District is a public school system in Montgomery County composed of both urban and suburban areas. Eisenhower High School enrolls approximately 2,100 students in grades 10-12.

The chief environmental concern of PROJECT SNAP was the failure to utilize for educational purposes a tract of land presently owned by the school district. Indeed, the natural area was permitted to be heavily damaged by construction of a new high school. The students aimed to restore the site, approximately 8 acres in all, to its natural state and to establish a learning program utilizing the site and the nearby Stoney Creek for environmental studies. Specified activities included water testing, pond construction, erosion studies, and tree planting. A field study guide was prepared while trails and study areas were mapped. As work progressed, lessons using the nature area were videotaped for presentation to students in other schools in Norristown Area School District.

RE-GREENING THE WISSAHICKON

Germantown Friends School
31 West Coulter Street
Philadelphia, Pennsylvania 19144

Mr. Herbert Bassow, Co-Leader
Mr. Peter M. Renner, Co-Leader

Germantown Friends School, located in Philadelphia, is a private school, grades K-12, and enrolls approximately 800 students.

The objective of the LAP was to re-create a quality environment in the

Wissahickon Creek section of Philadelphia's Fairmount Park for recreation and environmental education of the general public. The area was not being used adequately for educational purposes which emphasize environmental studies. Preceded by a feasibility study, the students developed a program plan for establishing an environmental studies center. Attempts were made to discover when in the past the environment of the area was of an acceptable quality, and what investments must now be made to re-create that environment. Emphasis was placed on technological requirements, institutional involvements, and human resources. Special attention was devoted to attaining public support for the LAP activities through public-speaking engagements, personal contacts, and interview sessions. Eventually, the students will submit their plans to the Fairmount Park Commission for consideration. Their plans, devised with assistance from the Germantown Architects Workshop, call for conversion of two structures into environmental studies centers. Bases for their presentation are a geologic survey of the Wissahickon Valley, architectural projections of the two structures and a relief-topographic map prepared by the students.

R-SCAPE-Roman Students Concerned About Preserving the Environment

Rev. William J. Paul, Leader
Mr. Gerald Gibbons, Co-Leader

Roman Catholic High School
(Archdiocese of Philadelphia)
Broad and Vine Streets
Philadelphia, Pennsylvania 19107

Roman Catholic High School is conducted by the Archdiocese of Philadelphia and enrolls approximately 940 male students in grades 9-12. It is located in inner-city Philadelphia.

The principal environmental concern of the LAP was to prevent further deterioration of the Manayunk Canal and to plan the restoration of a selected area of the canal as a recreational area. Students had three major objectives: (1) to discover the source of fecal contamination of the canal, (2) to bioassay the canal, and (3) to conduct a role simulation aimed at examining the canal as a future major recreational asset. Scientific studies by the students included blue-green algae analysis, Petersen Population Survey, bottom studies, and transects. Students in two parochial grade schools were taught chemical-analysis techniques and the implications of fecal contamination of water. In preparation for the role simulation, the LAP students researched the social and geological history of the Manayunk Canal and Flat Rock Dam.

STUDENT ALERT

Mrs. Lois Erlichman, Leader
Mrs. Leslie Friedman, Co-Leader

Alternative West High School
(Radnor Twp. School District and
Lower Merion School District)
Main Line Reform Temple
410 Montgomery Avenue
Wynnewood, Pennsylvania 19006

Alternative West High School draws students from both Radnor High School and the high schools of Lower Merion as well as students from the School District of Philadelphia. It is an innovative public school with experimental learning programs. Total enrollment is 140 students in grades 10 through 12.

The students of the LAP were concerned that facilities were not available for use in effective environmental studies. They proposed and carried out enlargement of the facilities of the Eco Valley Nature Center in Belmont Hills and provided on-going environmental studies programs at the site. The center was being staffed primarily by students who scheduled and conducted tours, trained student environmentalists, and protected the habitats and ecosystems of the area. The facilities were made available to the students of Rhodes Middle School which is located in a densely-populated area of Philadelphia. Special features of the program included a squad of 7 high-school guides who were being trained to teach elementary students who visited the "Valley". An organic garden center and greenhouse also were created by the Alternative West Organic Gardening class. At the conclusion of the LAP, the students engaged in a comparative camping experience at a farm in New Jersey in order to devise additional learning activities for use in the Eco Valley Nature Center.

URBAN-SUBURBAN WATER SOURCE STUDY

Mr. Dallas Heckman, Leader
Mr. George Stefaniak, Co-Leader

Upper Perkiomen Middle School
(Upper Perkiomen School District)
Jefferson Street
East Greenville, Pennsylvania 18041

Upper Perkiomen Middle School enrolls 950 students in grades 5-8. It is a public school serving a rural area of northern Montgomery County.

The prime environmental concern of the students was the quality water flowing from the Perkiomen Creek into the reservoir of the Philadelphia Suburban Water Company. Secondarily, they wished to see a vacant lot on school property better utilized for nature studies. A thorough water studies investigation was planned. Students analyzed the creek for chemical and biological content, and performed population and transect studies. Special emphasis was placed on land-usage since high density industry and housing has been planned along the watershed. Meanwhile, the vacant lot was converted into an outdoor laboratory for use by the various student groups of the middle school. A study pond was created as part of the outdoor laboratory with the assistance of various community representatives.

III. ENVIRONMENTAL STUDIES CONSULTANT SERVICES (ESCS)

During 1972-73, on more than 115 separate occasions, Project KARE staff provided environmental studies consultant services to schools in the five-county region (Refer to Appendix C, Items #1 - #5). These services, available free upon request, included:

- Site Analysis - Visit and analyze potential sites for outdoor classrooms, outdoor laboratories, nature trails, and study sites. Deals with feasibility of the sites, suggested activities, and long-range utilization.

- Curriculum Evaluation - Review of current practices for environmental studies in constituent schools. Emphasis is on interdisciplinary, action orientation, and provision of viable alternatives.

- Needs Assessment - Assist local schools and organizations to assess their environmental problems or concerns preparatory to program development.

- Curriculum Design - Work closely with local school personnel to design instructional activities at various levels of implementation. Resultant materials include single-topic exercises, course outlines, courses of study, independent study programs, and environmental studies project.

- Facilities Development - Assist local schools and organizations to develop outdoor and indoor facilities for environmental studies.

- Materials Design - Participate in the design of instructional materials by local schools. Related activities include developing self-instructing trail guides, preparing audio-visuals such as video tapes and super 8 films, constructing contour maps, and devising test equipment.

- In-Service Training - Instruct students, teachers, and administrators in environmental studies using various techniques including problem-solving seminars, instrumentation workshops, field exercises, role simulation sessions, and environmental awareness programs. Classroom support is also provided in the form of rap sessions, discussions, and assembly and group presentations.

- Continuing Education - Cooperate with nature centers, colleges and universities to devise and conduct coursework for teachers relating to environmental studies.

It should be noted that a total of 18 sites analyses was performed and reports were submitted to the recipient schools (See Appendix C, Item #6). This brings to 30 the number of site analyses performed since the inception of Project KARE (See Appendix C, Item #7). Finally, consultant services provided outside the region are listed on Appendix C, Item #8.

IV. ENVIRONMENTAL EDUCATION RESOURCE CENTER (EERC)

The EERC is a materials-resource center housed in the offices of Project KARE. Resources including materials and references relating to four categories are acquired and annotated:

- Printed Resources
- Human Resources
- Educational/Instrumental Resources
- Audio-Visual/Media Resources

As a major component of Project KARE, the EERC is maintained and operated for two purposes: 1) to support the activities and professional development of project staff, and 2) to provide students, teachers, and community with information, research findings, and materials relating to environmental education.

EERC RESOURCE FILE

As each item is catalogued into the EERC, it is annotated according to usage and quality by project staff. The annotations are printed as Resource Filecards on 3" x 5" index stock in four colors; a color for each category of material. Each Resource Filecard appears four times in the complete EERC Resource File since it is formatted respectively by accession number, by subject area, by title, and by author/producer. Thus, the EERC Resource File actually consists of 4 subfiles.

Presently, the EERC Resource File consists of over 1000 individual Resource Filecards separated into 4 subfiles. To date, EERC Resource Files have been distributed to 100 schools and organizations throughout the five-county region. (See Appendix D, Item #1). Using the filecards, a researcher might review the annotations and consult the original documents which are available on loan from the EERC.

EERC SPECIAL COLLECTIONS

The EERC also contains several special collections of resources including:

- ERIC Documents Microfiche Collection (Refer to Appendix D, Item #2)
- The Environment Index (ACCESS)
- Environmental Periodicals & Newsletters Collection
- Environmental Sciences Resource Lab
- KARE Photographic Slide Collection
- U.S. Surplus Equipment Inventory
- Water/Soil Testing Equipment
- EERC Resource Files
- KARE Technical-Reports Series
- DTF Curriculum Activities Guides

V. SPECIAL PROGRAMS

Project KARE is integrally involved in the activities of carefully selected programs and organizations. The degree of staff participation varies. However, the leadership of the staff members in the activities of the special programs is not only evident, but in many cases, crucial. Examples of these special programs and assigned staff members are:

- Earth Council (Singer)
- Zero Population Growth (Hutchinson)
- Environmental Information Exchange (Sexton)
- Project NEED/National Parks Service (Young)
- Delaware River Basin Commission (Sexton)
- Population Dynamics Curriculum (Young)
- Institute for Environmental Education (Hershey/Sexton)
- Pennsylvania Environmental Education Advisory Council (Hickey)

Through the efforts of Mr. Young, over 400 barrels for recycling have been distributed to local schools. These 45-gallon barrels were donated by the Continental Can Corporation.

DOCUMENTATION TASK FORCE (DTF)

During Summer, 1972, Project KARE received a grant from the Office of Environmental Education, USOE, under P.L. 91-516 to produce a series of Curriculum Activities Guides to:

...Solid Waste and Environmental Studies
...Population and Environmental Studies
...Water Quality Equipment and Environmental Studies
...In-Depth Environmental Studies

Coordinated by Mr. Sexton and Mr. Hershey, the DTF worked throughout 1972-73 writing, rewriting, and field-testing the activities contained in the books. Initially, the four books were produced and printed by Project KARE with prime distribution to constituent schools. Subsequent production and distribution in slightly different format is being handled by the Institute for Environmental Education.

Project KARE Books are Curriculum Activities Guides to...	IEE Books are Curriculum Activities Guides to...
Water Quality Equipment & Environmental Studies	Water Pollution Equipment
Solid Waste & Environmental Studies	Solid Waste
Population & Environmental Studies and two Chapters of In-Depth and Environmental Studies (birds, and weather)	Birds, Bugs, Dogs, & Weather
In-Depth And Environmental Studies	Three Chapters (ferns, vegetation and air quality, and weeds) produced at later date.

PROJECT KARE STUDENT INTERN PROGRAM

Since 1971, more than 20 students from various secondary schools and colleges have participated in the Project KARE Student Intern Program. The interns work side-by-side with project staff to investigate environmental problems and to provide project services to local schools. The assistant project director coordinates this program. The following are the principal objectives of the Student Intern Program.

- To provide opportunities for students to explore and evaluate potential careers in environmental studies.
- To assist students in initiating and conducting projects toward resolving environmental problems.
- To enhance Project KARE activities with the fresh ideas and willing hands of student interns.
- To allow each student to investigate independently an area which merits his special and personal attention.
- To allow students to work with professionals in various environmental fields.

All students in schools and colleges throughout the five-county region are eligible to apply for positions as student interns. Positions are filled first-come-first-served with special consideration given to areas of interest, geographic location of parent school, and anticipated length of service of the prospective intern.

VI. PROJECT EVALUATION

The USOE requires recipients of Title III, Section 306 grants to engage an independent educational evaluator who must provide an intensive evaluation of the funded project. Accordingly, Project KARE was evaluated during 1972-73 by the firm:

ERANDA (Educational Research and Development Associates)
High Street Professional Building
30 South High Street
West Chester, Pennsylvania 19380
(692-8140)

The evaluation was performed primarily by four members of ERANDA: Dr. Martin J. Higgins, Dr. Ernest L. Peters, Dr. Janet Seidel, and Mr. Daniel Hagan. Appendix E summarizes evaluative findings. Three reports were prepared by ERANDA and submitted to Project KARE:

- Implementation Report (November 20, 1972)
- Interim Evaluation Report (March 1, 1973)
- Final Evaluation Report (July 15, 1973)

VII. EDUCATIONAL AUDIT

As in the case of evaluation, the USOE required that Project KARE contract the services of an independent educational-program auditor whose function is to "evaluate the evaluator". Accordingly, the educational audit was performed by the firm:

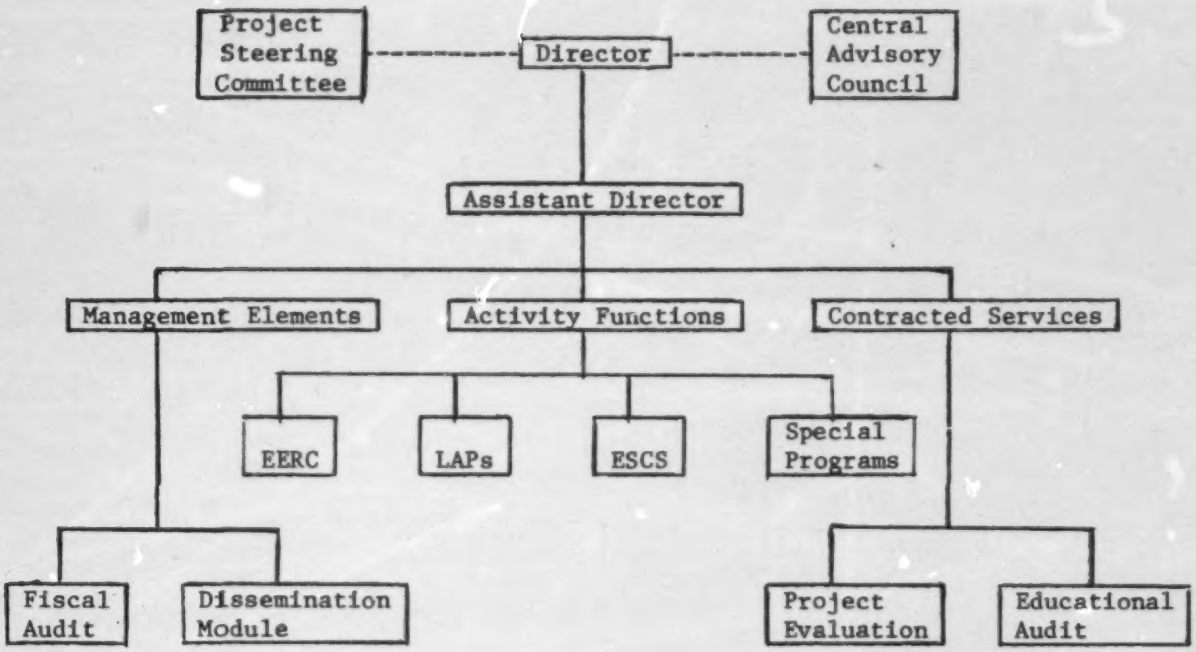
Bernard Cohen Research & Development, Inc.
163 South Main Street
New City, New York 10956
(914-634-6633)

During 1972-73, Mr. Cohen and his staff prepared and submitted four reports to Project KARE:

- Pre-Audit Report (November 1, 1972)
- Implementation Audit Report (January 25, 1973)
- Interim Audit Report (May 15, 1973)
- Final Audit Report (August 20, 1973)

Appendix A
Item #1

ORGANIZATION OF PROJECT KARE



Appendix A
Item #2

MEETINGS OF STEERING COMMITTEE, 1972-73

Meeting Date	Primary Concern
September 27, 1972	Review LAP Selections
October 25, 1972	Project Evaluation
November 22, 1972	Alternatives for Project Funding
February 7, 1973	Project Re-Application, Fy74
March 27, 1973	Project Evaluation
April 25, 1973	Continuation of Project KARE
May 22, 1973	Efforts to Secure Support
June 28, 1973	Contingency Project Operations

Appendix A
Item # 3

MEMBERSHIP OF CENTRAL ADVISORY COUNCIL (CAC), 1972-73

LOCAL ACTION PROGRAM REPRESENTATIVES

Bucks County Intermediate Unit

Betty Graham, Community Rep., LIFE
Ann W. Farr, LAP Leader, LIFE
Richard Freeman, LAP Leader, PERKSOC
Jeff Souder, Student, PERKSOC

Chester County Intermediate Unit

Robert Struble, Community Rep., BACK TO THEN
David Cloud, Student, BACK TO THEN
David England, Student, DLUM
John Bovenkirk, Com.Rep., IMPACT...

Delaware County Intermediate Unit

Ernestine Aldridge, LAP Leader, CHES
Sheila Sutton, Student, CHES
Harry Ernst, LAP Leader, OPERATION THETA
Louis Greenstein, Student, THETA
Shea Scanlin, Student, STUDENT ALERT
Becky Lane, Student, STUDENT ALERT

Montgomery County Intermediate Unit

Miriam Moss, Community Rep., MERC
Glen Hitchens, Student, PROJECT SNAP
Dallas Heckman, LAP Leader, URBAN-SUBURBAN WATER

Philadelphia Intermediate Unit

Angela DuBose, LAP Leader, ABANDONED HOUSES
Gary Murdock, Student, ABANDONED HOUSES
Clarence Robertson, LAP Leader, CCC
Edward L.Stranix, LAP Leader, ADOPTION
Wallace Dent, Community Rep., ADOPTION
Ruth Stelle, Community Rep., EIT
James Morley, LAP Leader, CLEAN SWEEP
Helen Ericson, LAP Leader, LEAP
Jodye Levy, Student, LEAP
Beth Evans, Student, REGREENING

Archdiocese of Philadelphia

Rev. William J. Paul, LAP Leader,R-SCAPE
Gerald Gibbons, Student, R-SCAPE

SPECIAL-INTEREST GROUP REPRESENTATIVES

Environmental Action

Richard James, Director, Schuylkill Valley Nature Center
Louis Ritrovato, Director, Nolde Forest State Park
Dr. Samuel S. Lepow, Environmental Education Consultant
Norman Childs, Director, Delaware Valley Citizens' Council for Clean Air

Health Care

R. Winfield Smith, Executive Director, TB & RD Association

Higher Education

Dr. P. Walton Purdom, Director, Center for Urban Research & Studies

Pennsylvania Department of Education

Eleanor H. Bennett, Conservation Education Advisor, Pennsylvania Dept. of Education

Project KARE Steering Committee

Louis A. Krug, Assistant Executive Director, Montgomery County Intermediate Unit

Appendix A
Item # 4

KARE STAFF DEVELOPMENT, 1972-73

Agency	Nature of Program	Staff
Chestnut Hill Academy	Seminar	Young
Clairon State College	Workshop	Sexton
College Farm Settlement	Training Session	Hutchinson
Dept. of Environmental Resources	Workshop	Sexton
Great Smokies Mountains	Field Experience	Hutchinson
Instructional Materials Services (Montgo.County Inter. Unit)	Briefing	All
International Union of Conservationists & Naturalists (IUCN)	Two-week Course in Wales, England	Sexton
International Union of Conservationists & Naturalists (IUCN)	Three-day Course in London, Ontario	Hershey
Lehigh University	Economics Seminar	Hershey
Mobil Oil R & D Center	Seminar	Hickey
National Science Teachers' Assn.	Convention	Singer Young
Nolde Forest EE Center	Briefing & Discussion	All
Office of Environmental Education	Seminar	Hershey Sexton
Pennsylvania Environmental Conference	Conference	Hickey
Pennsylvania State University	Noise-Control Seminar	Sexton Hershey Young
Pennsylvania State University	Review of Films	Young
Phila. Chamber of Commerce	Speech	Singer Hershey Sexton
Secondary EE Consortium	Discussions	Sexton
Shippensburg State College	Conference	Singer
STEP Program (National Parks Service)	Training Session	Young Singer
Technicon Corporation	Workshop	Sexton
Temple University	Seminar	Hershey
Zero Population Growth	Workshop	Hutchinson

Appendix A
Item # 5

IMPLEMENTATION OF DISSEMINATION PLAN, 1972-73

Component	Utilization	Primary Audience
Press Release	#5 --- 8/30/73 #6 --- 11/8/73 #7 --- 3/15/73	General Public Three Intermediate Units
Information Presentations	Many Requests Filled (See Appendix F-4)	Selected Audiences
Brochure	5000 Copies Produced 4500 Copies Distributed	Schools and General Public
Information Packet	Many Requests Filled	Selected Audiences
Newsletter (ENVIROSCOPE)	Issue #1 --- 9/15/73 5000 Copies Produced 4500 Copies Distributed	Schools and General Public
LAP Participation Certificates	20 Produced and Distributed	Local Action Programs
LAP Proposal Guidelines (III)	2000 Copies Produced 1500 Copies Distributed	Local Schools
Curriculum Guides	Produced by Documentation Task Force	Schools and Selected Audiences
LAP Sketches	500 Copies Produced 450 Copies Distributed	Schools and Selected Audiences
KARE Annual Report	50 Copies Produced 40 Copies Distributed	Selected Audiences
Final Reports of FY73 LAPs	50 Copies Produced and Distributed	LAPs and Selected Audiences
KARE Fact Sheets	200 Copies Produced and Distributed	General Public
KARE Organization/Activities	200 Copies Produced and Distributed	General Public
KARE I.D. Card for LAPs	Experimental Production	"PerkSOC" and "HOUSES" (2 LAPs)

Appendix A
Item #6

LOCAL NEWS-PRINT DISSEMINATION, 1972-73

Type	Number Articles in Archives
LOCAL ACTION PROGRAMS	
Abandoned Houses	4
Adoption	2
Back to Then	23
CCC	0
CHES	8
Clean Sweep	1
DERA	2
DLUM	26
EIT	3
Impact	10
LEAP	1
LIFE	5
MERC	6
PerkSOC	11
Re-Greening	0
R-SCAPE (II)	11
SNAP	3
Student Alert	22
Theta (II)	4
Urban-Suburban	6
	(148)
GENERAL	(33)
TOTAL	181

Appendix A
Item # 7

INFORMATION PRESENTATIONS, 1972-73

School/Organization	Nature of Presentation	Date	Staff
Chestnut Hill Academy	Discussion	8/7/72	Young
Wayne Elementary School (Radnor Twp.School Dist.)	Speech	9/6/72	Sexton
Audubon Lions Club	Slide Show	9/11/72	Singer
Cheltenham High School (Cheltenham School Dist.)	Discussion	9/14/72	Hershey
George School	Speech	9/16/72	Sexton
Upper Moreland H.S. (U. Moreland School Dist.)	Slide Show	9/19/72	Sexton
Wallingford-Swarthmore S.D.	Slide Show	9/20/72	Sexton
Sandy Run Sportsmen's Assn.	Display/Discussion	9/23/72	Sexton
National Gaming Council	Panel	10/5/72	Hershey
Germantown Academy	Slide Show	10/5/72	Sexton
Delaware County I.U.	Discussion	10/10/72	Hickey
Chester County I.U.	Slide Show/Discussion	10/30/72	Hickey,Wright
Pa. Industrials Arts Assn.	Speech	11/2/72	Hershey
Montgomery Co.Science Teachers	Display	11/9/72	Wright
Pennsylvania Dept.Education	Discussion	11/13/72	Wright,Hickey Sexton
Pa. Power and Light Co.	Discussion	11/15/72	Sexton
Delaware Co. Science Teachers	Speech	11/15/72	Singer
Cheyney State College	Discussion	11/29/72	Young
Radio Station WEEZ	Discussion	11/30/72	Aldridge
Intermediate Unit #14 (Lancaster & Lebanon Cos.)	Slide Show/ Discussion	12/9/72	Hickey
Chester County I.U.	Slide Show	12/12/72	Wright,Hickey
Miquon School	Discussion	12/18/72	Singer
Radio Station WCOJ	Taped Interview	12/28/72	Hickey
EPA Region III	Discussion	1/8/73	Sexton
Pennsylvania State U. (Div. Environmental Q.)	Slide Show/Discussion	1/19/73	All
East Falls School (Phila. Dist. #6)	Slide Show	1/30/73	Singer
Ogontz Junior H.S. (Cheltenham School Dist.)	Slide Show	1/31/73	Singer
Pennsylvania Environ. Confer.	Slide Show	2/21/73	Hickey
Phila. Electric Co.	Slide Show/Discussion	3/7/73	Hickey
Drexel University	Discussion	3/15/73	Hickey
Southeast Region 4-H	Slide Show	3/24/73	Sexton
Conservation Alliance	Speech	4/16/73	Singer
Sierra Club	Speech	4/17/73	Sexton
TB & RD Assn.	Discussion	6/14/73	Young

Appendix A
Item #8

KARE IN THE LITERATURE, 1972-73

Journal/Newsletter	Issue
Friends of Future Newsletter	April, 1973
The Cardinal's Quill (Schuylkill Valley Nature Center)	December, 1972
Kids for Ecology	July - August, 1973
EPA Bulletin (Region III, Philadelphia)	November, 1972
Ranger Rick's Nature Magazine	January, 1973
Rodale Press School Bulletin	May, 1973
Montgomery County Schools Newsletter	November, 1972
Delco Intermediate Unit News	October, 1972
Pennsylvania Econotes (Dept. of Environmental Resources)	June, 1973

Appendix B
Item #1

LAP PROPOSALS RECEIVED, 1972-73

Intermediate Unit	Proposals Received	Origin by School				LAPs Selected
		MC(1)	RC(2)	Priv.	Pub.	
Bucks	5	-	0	0	5	2
Chester	7	-	0	2	5	4
Delaware	9	-	0	1	8	3
Montgomery	7	-	0	2	5	3
Philadelphia	16	5	2	1	8	8
TOTALS	44	5	2	6	31	20

(1) = School located in Philadelphia Model Cities Area
(2) = School conducted by Roman Catholic Archdiocese

Appendix B
Item #2

CONCERNS OF LAP PROPOSALS, 1972-73

Environmental Concerns	Proposals from Schools			Total
	Urban	Suburban	Rural	
Air Pollution	1	3	0	4
Community Deterioration	10	0	0	10
Industrial Blight	0	0	1	1
Noise Pollution	1	0	0	1
Overpopulation	0	0	0	0
Poor Land-usage	1	2	0	3
Resources Neglect	3	9	3	15
Soil Depletion	1	0	0	1
Solid-Waste Mismanagement	1	0	0	1
Water Pollution	2	4	2	8
TOTALS	20	18	6	44

Appendix B
Item #3

LOCAL ACTION PROGRAMS (LAPs), 1972-73

Name	School	Area	Students	Budget
Abandoned Houses	Edison H.S.	MC	25	$ 4,780
Adoption	Rhodes Middle School	MC	70	4,500
Back to Then	Unionville-Chadds Ford H.S.	R	45	4,500
CCC	O. V. Catto School	U	100	4,580
CHES	Chester H.S.	U	19	3,170
Clean Sweep	Lehigh Public School	MC	75	4,450
DERA	Downingtown Area Sec.Schools	S	60	4,500
DLUM	Conestoga H.S.	S	539	4,030
EIT	Parkway Program	U	40	4,000
Impact	Avon-Grove H.S.	R	20	4,550
LEAP	Northeast H.S.	U	355	4,265
LIFE	Rolling Hills Elem.School	R	50	4,500
MERC	Cheltenham H.S.	S	346	4,500
PerkSOC	Perkasie Elem. School	R	435	4,565
Re-Greening	Germantown Friends School	U	41	4,850
R-SCAPE (II)	Roman Catholic H.S.	U	35	4,600
SNAP	Eisenhower H.S.	S	761	5,075
Student Alert	Alternative West H.S.	S	10	4,500
Theta (II)	Haverford H.S.	S	120	4,620
Urban-Suburban	Upper Perkiomen Middle Sch.	R	32	1,617

CODE: MC=Model Cities, U=Urban, R=Rural, S=Suburban

Appendix B
Item #4

LAP DATA, 1972-73

LAP Areas	Number	Students*	Budgets
Model Cities	3	170	$ 13,730
Urban	6	570	25,465
Suburban	6	1836	27,225
Rural	5	582	19,732
TOTALS	20	4058	$ 86,152

* Key students integrally involved in LAP activities

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Item #5

LAP FIELD CONTACTS, 1972-73

LAP	KARE Staff	Number of Contacts*
Abandoned Houses	Young	34
Adoption	Singer	17
Back to Then	Sexton/Hutchinson	15
CCC	Young	31
CHES	Singer	21
Clean Sweep	Young/Hutchinson	20
DERA	Sexton	10
DLUM	Hershey/Sexton/Hutchinson	23
EIT	Sexton	9
Impact	Young	20
LEAP	Young	18
LIFE	Hershey/Hutchinson	28
MERC	Hershey/Singer/Hutchinson	19
PerkSOC	Singer	32
Re-Greening	Hershey/Hutchinson	8
R-SCAPE (II)	Sexton	17
SNAP	Hershey/Singer/Hutchinson	16
Student Alert	Singer	31
Theta (II)	Singer/Hutchinson	18
Urban-Suburban	Sexton	14

* Field Contact = A specific instance where one or more project staff provided on-site services to LAPs.

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Item #6

CONTENT DISCIPLINES OF LAPs, 1972-73

LAP	Disciplines
Abandoned Houses	Science, Social Studies, Art, Photography, Creative Writing, Public Relations, Shop, Nutrition, Political Science
Adoption	Film-making, Construction, Writing, City Planning, Sociology, Environmental Problems
Back to Then	Wood shop, Language Arts, Archeology, Psychology, Home Economics, Social Studies, Physical Education
CCC	Ecology, Creative Writing, Social Studies, Wood-shop, Transportation, Agriculture, Health
CHES	Water Quality Studies, Marine Science, Topo-graphy, Cartography
Clean Sweep	Language Arts, Science, Art, Music, Dramatics, Construction
DERA	Biology, Math, Woodwork, Chemistry, English, Cartography, Art, Photography
DLUM	Biology, Chemistry, Physics, Government, Writing, Regional Planning, Math, Sociology
EIT	Creative Writing, Language Arts, Math, Carto-graphy, Art
Impact	Chemistry, Bacteriology, Photography, Biology, Computer Technology, Psychology
LEAP	Social Studies, Home Economics, Science, Computer Science, Art, Printing, Photography
LIFE	Math, Language Arts, Science, Social Studies, Art, Public Speaking
MERC	Art, Social Studies, Business, Math, History
PerkSOC	Math, Science, Social Studies, Art, Language Arts
Re-Greening	Geology, Chemistry, Physics, History, Biology, Botany, Graphics, Politics, Blueprint Reading, Transportation
R-SCAPE (II)	Bacteriology, Public Speaking, Environmental Law, Micro/Macrobiology, Photography, Chemistry, Teaching, Ecology
SNAP	Video-tape Science, Water Testing, Sociology, Elementary Education, Cartography, Curriculum Planning
Student Alert	Science, Math, Journalism, Photography, Forestry, Dendrology, History, Fossil Studies, Geology, Camping, Horticulture
Theta (II)	Language Arts, Botany, Science, Construction, Horticulture, Sociology, Art
Urban-Suburban	Math, Language Arts, Social Studies, Water Chemistry, Microbiology

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Item #7

URBAN-SUBURBAN-RURAL ACTIVITIES OF LAPs, 1972-73

LAP	Area	Key Urban-Suburban Activities
Abandoned Houses	MC	Joint newsletter with Student Alert... Three day training program with National Parks
Adoption	MC	Exchange visits with LIFE... Three-day camping experience
Back to Then	R	Visitation with CHES...Archeology "dig" with DERA...Provide trees to CCC from Project nursery
CCC	U	Secure and plant trees from Back to Then... Research landscaping at Theta (II)
CHES	U	Joint marine studies at Cape Henlopen... Visitation to Back to Then
Clean Sweep	MC	Joint camping experience with Student Alert
DERA	S	Exchange water quality data with R-SCAPE & Urban-Suburban
DLUM	S	Intervisitation with Back to Then
EIT	U	Visitation with Abandoned Houses
Impact	R	Visitation with LEAP
LEAP	U	Intervisitations with Wm.Tennent H.S....Visitation with Back to Then...Visitation with CCC... Conducted In-service program at PerkSOC
LIFE	R	Visitation with Adoption...Host visit by St. Martin Tours students...Water studies at LEAP
MERC	S	Studies of Frankford Creek in Philadelphia... Fish studies at George School
PerkSOC	R	Cooperative visitation with LEAP
Re-Greening	U	Visitation with Central Bucks West H.S.... Water studies of Wissahickon Creek
R-SCAPE (II)	U	Exchange data with DERA, George School and Urban-Suburban
SNAP	S	Compare restoration notes with Student Alert... Analysis of R-SCAPE approach
Student Alert	S	Visitation with SNAP...Joint newsletter with Abandoned Houses.
Theta (II)	S	Study of Arboretums in Urban settings
Urban-Suburban	R	Exchange data with DERA & R-SCAPE...Visitation with R-SCAPE at Canal.

CODE:
MC = Model Cities
U = Urban
R = Rural
S = Suburban

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Item #8

CONTINUATION OF ACTIVITIES BY 1971-72 LAPs

LAP	Selected Continuation Activities
Allegheny West	Renovate abandoned houses on selected block
CCA	Establish environmental awareness club
Clean Sweep	Work with Tinicum Marsh Nature Center...Study water pollution of Delaware River...Produce film on pollution
DOMES	Continue Recycling Program
ECOL	Extend camping trips to all grades...Conduct special summer program...Develop ecology program for seventh grade
Eco Valley	Utilize nature center extensively...Complete outdoor classroom
Effect	Expand camping program...Train high school students as specialists...Teach full credit course in Ecology
Facing Problem	Teach course in population dynamics...Continue internships with city agencies
Glass Nine Lives	Continue recycling as self-sustaining...Participate in NEED program
Goose Creek	Expand water studies program...Utilize outdoor classroom extensively...Integrate camping project into curriculum...Teach Biology II as Environmental Studies
PDUS	Increase number of ecology classes...Train high school students as specialists...Initiate after-school enrichment class
PLAN	Expand use of campus...Extend activities to all grade levels
POF	Continue recycling program...Utilize nature center...Develop video tape program...Initiate 3 full-time Ecology classes...Extend program into elementary grades
Refuse	LAP Leader now Environmental Specialist...Expand program to 8th grade...Utilize nature center
R-SCAPE	Establish full-credit course in Ecology
SECS	Expand program to include lower grades...Develop nature center at high school
THETA	Create nature center at Allgates Estate

Appendix C
Item #1

SERVICES TO SCHOOLS IN BUCKS COUNTY, 1972-73

School/School District	Service	School/School District	Service
Armstrong Middle School (Bristol Twp. S.D.)	Curriculum Design	Lenape Jr. H. S. (Central Bucks S.D.)	Information Presentation
Bensalem Elementary Sch. (Bensalem Twp. S.D.)	In-Service Training	Lincoln School (Bristol Twp. S.D.)	Needs Assessment
Bristol Boro H.S. (Bristol Boro S.D.)	Curriculum Design	Linden School (Central Bucks S.D.)	Curriculum Design
Central Bucks East H.S. (Central Bucks S.D.)	Information Presentation	Neshaminy S.D.	Curriculum Evaluation
Central Bucks S.D.	Site Analysis	Newtown Friends School (Private)	Discussion
Central Bucks West H.S. (Central Bucks S.D.)	Information Presentation	Palisades H.S. (Palisades S.D.)	In-Service Training
Council Rock H.S. (Council Rock S.D.)	In-Service Training	Poquessing Jr. H.S. (Neshaminy S.D.)	Information Presentation
Everett School (Neshaminy S.D.)	Information Presentation	Rush School (Bensalem Twp. S.D.)	Curriculum Design
Faust School (Bensalem Twp. S.D.)	Curriculum Evaluation	Tennent H. S. (Centennial S.D.)	In-Service Training
George School (Private)	In-Service Training	Titus School (Central Bucks S.D.)	Site Analysis
Klinger Jr. H.S. (Centennial S.D.)	Information Presentation		

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Item #2

SERVICES TO SCHOOLS IN CHESTER COUNTY, 1972-73

School/School District	Service	School/School District	Service
Berwyn School (T-E School Dist.)	Curriculum Design	O.J. Roberts Middle (O.J. Roberts S.D.)	Site Analysis
Great Valley H.S. (Great Valley S.D.)	In-Service Training	Valley Forge School (T-E School District)	Site Analysis
Kennett Jr. H.S. (Kennett Cons. S.D.)	Curriculum Design	West Chester Area School District	Curriculum Design
Kennett Sr. H.S. (Kennett Cons. S.D.)	In-Service Training	Westtown School (Private)	Curriculum Design
Northern Chester Vo-Tech School	Site Analysis		

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Item #3

SERVICES TO SCHOOLS IN DELAWARE COUNTY, 1972-73

School/School District	Service	School/School District	Service
Academy Notre Dame (Private)	Site Analysis	Lansdowne-Aldan H.S. (Wm. Penn S.D.)	In-Service Training
Bishop Carol1 H.S. (Archdiocese)	Site Analysis	Sun Valley H.S. (Penn-Delco S.D.)	Site Analysis
Blessed Neumann School (Archdiocese)	Facilities Development	Upper Darby H.S. (Upper Darby S.D.)	Curriculum Evaluation
Delaware County Intermediate Unit	In-Service Training	Wallingford School (Wallingford-Swarthmore)	Facilities Development
Folcroft Vocational Technical School	Curriculum Design	Walnut Street School (Wm. Penn S.D.)	In-Service Training
Hill Top School (Private)	Curriculum Design	Wayne School (Radnor Twp. S.D.)	Information Presentation
Interboro Jr. H.S. (Interboro S.D.)	Information Presentation		

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Item #4

SERVICES TO SCHOOLS IN MONTGOMERY COUNTY, 1972-73

School/School District	Service	School/School District	Service
Abington H.S. (Abington S.D.)	Site Analysis	Methacton H.S. (Methacton S.D.)	In-Service Training
Belmont Hills School (L. Merion S.D.)	Curriculum Design	Miquon School (Private)	Information Presentation
Broad Street School (Souderton Area S.D.)	Site Analysis	Oak Lane Day School (Private)	Curriculum Design
Christopher Dock H.S. (Private)	Needs Assessment	Oak Park School (North Penn S.D.)	Site Analysis
Cold Springs School (U. Moreland S.D.)	In-Service Training	Ogontz Jr. H.S. (Cheltenham Twp. S.D.)	Information Presentation
Collegeville-Trappe Sch. (Perkiomen Valley S.D.)	Curriculum Design	Paul Fly School (Norristown Area S.D.)	Site Analysis
Cynwyd School (L. Merion S.D.)	Site Analysis	Pennbrook Jr. H.S. (North Penn S.D.)	Needs Assessment
Elkins Park School (Cheltenham Twp. S.D.)	Site Analysis	Penndale Jr. H.S. (North Penn S.D.)	Curriculum Design
Enfield Jr. H.S. (Springfield Twp. S.D.)	Curriculum Design	Perkiomen Valley H.S. (Perkiomen Valley S.D.)	Curriculum Design
Germantown Academy (Private)	Needs Assessment	Rydal School (Abington S.D.)	Site Analysis
Highland School (Abington S.D.)	Curriculum Design	Souderton Area H.S. (Souderton Area S.D.)	Curriculum Design
Hillcrest Jr. H.S. (Springfield Twp. S.D.)	Discussion	Springfield H.S. (Springfield Twp.S.D.)	Curriculum Evaluation
Holy Martyr School (Archdiocese)	In-Service Training	Upper Dublin H.S. (Upper Dublin S.D.)	Curriculum Design
Indian Crest Jr. H.S. (Souderton Area S.D.)	Site Analysis	Upper Dublin Jr. H.S. (Upper Dublin S.D.)	Curriculum Design
Indian Valley Jr. H.S. (Souderton Area S.D.)	Curriculum Evaluation	Upper Merion JR. H.S. (U. Merion Area S.D.)	Site Analysis
Keith Valley Jr. H.S. (Hatboro-Horsham S.D.)	Assembly Program	Upper Moreland H.S. (U.Moreland S.D.)	In-Service Training
Lower Salford School (Souderton Area S.D.)	In-Service Training	Western Montco Vo-Tech School	Site Analysis
Meadowbrook School (Private)	Needs Assessment	Wissahickon H.S. (Wissahickon S.D.)	Site Analysis
Melrose Academy (Private)	Curriculum Design		

Appendix C
Item #5

SERVICES TO SCHOOLS IN PHILADELPHIA COUNTY, 1972-73

School/School District	Service	School/School District	Service
Alain Locke School (District #1)	In-Service Training	Miller School (District #5)	Curriculum Design
Blaine School (District #4)	Curriculum Design	Pennell School (District #6)	Curriculum Evaluation
Bok Vocational-Tech.Sch. (District #2)	Curriculum Evaluation	Pennsylvania School for Deaf (Private)	Curriculum Design
Carnell School (District #8)	Information Presentation	Pickett Middle Sch. (District #6)	Curriculum Design
Chestnut Hill Acad. (Private)	Information Presentation	Pratt-Arnold School (District #4)	Curriculum Design
Darrah School (District #2)	Curriculum Design	Prince Hall School (District #6)	Curriculum Design
Douglass School (District #2)	Curriculum Design	Ravenhill Academy (Private)	Site Analysis
East Falls School (District #6)	Information Presentation	Roosevelt Middle Sch. (District #6)	Curriculum Design
Ferguson School (District #5)	Information Presentation	Rush Middle School (District #8)	Curriculum Design
Friends Select School (Private)	Curriculum Design	Saul H.S. (District #6)	Curriculum Design
Hartranft School (District #5)	Information Presentation	Shallcross School (District #8)	Site Analysis
Henry School (District #6)	Information Presentation	Sharswood School (District #3)	Information Presentation
Intensive Learning Ctr. (District #3)	Curriculum Evaluation	Smith School (District #2)	Curriculum Design
Jones Jr. H.S. (District #5)	Curriculum Design	Turner Middle Sch. (District #1)	Curriculum Design
Leeds Jr. H.S. (District #6)	Information Presentation	Vare Jr. H.S. (District #7)	Curriculum Design
Lingelbach School (District #6)	Curriculum Design	West Phila. Catholic (Archdiocese)	Curriculum Design
Lowell School (District #7)	Curriculum Design	Wister School (District #6)	Curriculum Evaluation
Masterman School (District #4)	Curriculum Design		

Appendix C
Item #6

KARE SITE-ANALYSES REPORTS, 1972-73

No.	School/School District	Date	Staff
1	Rydal Elementary School (Abington School District)	9/12/72	Singer
2	Abington High School - North (Abington School District)	9/20/72	Singer
3	Norristown High School (Norristown Area School District)	9/28/72	Singer
4	Wissahickon High School (Wissahickon School District)	10/20/72	Singer
5	Cynwyd Elementary School (Lower Merion School District)	10/27/72	Singer
6	Northern Chester Co. Technical School	12/4/72	Sexton Hershey
7	Indian Crest Junior High School (Souderton Area School District)	12/18/72	Singer
8	Elkins Park Elementary School (Cheltenham Twp. School District)	1/30/73	Singer
9	Valley Forge Elementary School (Tredyffrin-Easttown School District)	4/2/73	Singer
10	Academy of Notre Dame (Villanova, Pa.)	4/6/73	Singer
11	Western Montco Voc-Tech. School	5/12/73	Singer
12	Collegeville-Trappe Elementary School (Perkiomen Valley School District)	6/8/73	Singer
13	Oak Park Elementary School (North Penn School District)	6/27/73	Hutchinson
14	Titus Elementary School (Central Bucks School District)	7/5/73	Hutchinson
15	Berwyn Elementary School (Tredyffrin-Easttown School District)	7/11/73	Hutchinson
16	W. Broad Street Elementary School (Souderton Area School District)	7/16/73	Singer
17	Overlook Elementary School (Abington School District)	7/19/73	Singer
18	Limerick Generating Station (Philadelphia Electric Co.)	7/31/73	Hickey Sexton Singer

Appendix C
Item #7

DISTRIBUTION OF SITE ANALYSES, 1971-74

	Schools		
	Public	Non-Public	Total
1971-72	10	2	12
1972-73	16	2	18
1973-74 (Est.)	20	5	25
TOTALS	47	8	55

Appendix C
Item #8

SERVICES OUTSIDE REGION, 1972-73

School/Organization	Service
Channel 44 -- ETV (Scranton, Pennsylvania)	Materials Design
Conrad Weiser School District (Berks County Intermediate Unit)	In-Service Training
Edgewood School District (Edgewood, New Jersey)	Curriculum Evaluation
Haddonfield Friends School (Haddonfield, New Jersey)	Curriculum Design
Penn Argyl High School (Penn Argyl, Pennsylvania)	In-Service Training
Pennsylvania State University (State College, Pennsylvania)	Materials Design
U.S. Office of Education, Region IV (Atlanta, Georgia)	In-Service Training

Appendix D
Item #1

DISTRIBUTION OF EERC RESOURCE FILES, 1972-73

Category of EERC File Recipient	Files
Local Action Programs (LAPs)	37
Alternative LAPs	30
Intermediate Units	5
KARE Staff	7
Master Copy	1
PDE	2
USOE	1
Loan Files	10
Others	7
TOTAL	100

Appendix D
Item #2

CONTENTS OF ERIC MICROFICHE COLLECTION, 1972-73

Category of Abstracts	Number of Abstracts
Compendiums & Collections	89
Program Plans	65
Program Reports	126
Philosophies & Treatises	142
Research Reports	58
Special Directories	48
Teaching Materials	321
TOTAL	849

Appendix E
Item #1

SUMMARY EVALUATION OF PROJECT KARE BY ERANDA, 1972-1973

In the second year of operation Project KARE effectively directed its energies into three general activity areas: 1) Local Action Programs to persue unique environmental projects, 2) special training for teachers in the five county region (Environmental Studies Consultant Services) and 3) an Environmental Education Resource Center. When the able Project Director resigned to accept new duties, the change provided an opportunity for the new director, Mr. Matthew Hickey, to realign the staff and its responsibility commensurate with the experience gained in a year of operation. A new assistant was named to head the fast growing area of staff services, Mr. Alan D. Sexton, and an environmental specialist with expertise in the social studies area strengthened the interdisciplinary nature of environmental education.

Responsive to the problems inevitably encountered in the first year of operation, substantive changes were made which resulted in a positive second year evaluation.

This summary will be presented in two parts since process objectives are primarily evaluated in the Interim Report and product objectives in the Final Report.

INTERIM REPORT SUMMARY

1. Most Local Action Programs (LAPs) were working toward their stated objectives even though the Philadelphia LAPs understandably experienced delays and revisions because of the strike.

2. Outside resources and materials were used by 90% of the LAPs. These materials were rated 4 or better on a five point scale.

3. KARE staff assistance was rated 4 or better on a five point scale by the LAP leaders.

4. The urban-suburban coope ation grew in the second year of operation.

5. Interdisciplinary activities are numerous and include areas not ordinarily available for students in the K-12 educational settings.

6. The student-teacher interaction reflects very positive attitudes toward the environmental activities the target students are experiencing.

7. Experiences in the field have increased with some target students taking weekly trips to environmental sites.

8. A Modified Events Network has been designed to clarify and organize project activities and delineate the persons responsible.

9. The Environmental Education Resource Center (EERC) has doubled in scope and proliferation.

10. The new assistant director was named to meet the constantly growing demands of the Environmental Studies Consultant Services.

11. Ninety percent of the 1971-72 LAPs indicated they were continuing, extending or adapting environmental programs into their regular curriculum offerings.

FINAL REPORT SUMMARY

1. The product objectives met by Local Action Programs increased substantially during the 1972-73 year.

2. Seventeen of the twenty funded LAPs engaged in at least one urban-suburban cooperative effort with an average student rating of 4.3 on a five point scale.

3. Parents of target students are very positive in their attitudes toward working with others to improve the environment, 74 percent indicated they were involved in such an activity.

4. Parents of target students did not significently increase their awareness of environmental problems or solutions.

5. Community and industry personnel felt meetings held by KARE LAPs made them more aware of environmental problems.

6. The general community response indicated 84 percent of community personnel, 77 percent of industrial personnel and 74 percent of parents were willing to become involved in environmental activities.

7. LAP leaders significantly increased their knowledge of environmental resources, their location and use in addition to becoming significantly more able to identify environmental threats.

8. Project KARE staff continued to broaden their expertise by editing materials for the EERC, consulting with other experts in the field, in serving in varying capacities in other environmental organizations and in attending staff development meetings.

9. The Project KARE staff has cooperated with the evaluators in every way including assistance in obtaining required responses from LAP leaders. Some leaders, however, have not returned completed instruments.

The Project KARE administration worked in close cooperation and coordination with the evaluator and auditor to correct difficulties inevitably encountered in the first year of operation. The realignment of LAP objectives and the addition of non- obtrusive measures strengthened the ability of the evaluation design to make possible a more accurate picture of the project's accomplishments.

The area remaining which caused difficulty was the funding of new proposals submitted by first year LAP leaders. These LAPs slipped badly in cooperation and production indicating new funding should only be considered viable with new staff. There is also strong evidence to suggest that the leader as well as the proposal should be reviewed before funding.

Project KARE has shown significant growth in the second year of operation. Positive evaluation results for exceeding 1971-1972 were the outcome. The evaluators feel Project KARE should be commended.